

# MIDDLE SCHOOL RESUMES

Using the ILP's Resume Builder

Grades 6-8

## DAY 1

### STANDARDS:

- 6-8.W.4 Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### MATERIALS:

- White board
- Copies of *Sample Middle School Resume*
- Copies of *Resume Planning Guide*

### INSTRUCTIONS:

1. Ask students, "Think of something you really want (give examples: new shoes, iPhone, etc.) but your parents won't buy for you."
2. Write these on the board.
3. Ask, "What are some ways that middle schoolers can make money to buy things they want?"
4. List these things on the board.
  - a. Possible suggestions: raking leaves, walking dogs, babysitting, mowing lawns, tutoring, pet sitting, washing cars, washing dogs, clearing snow from driveways, etc.
5. Explain, "When adults are looking for jobs they use something called a resume."
6. Ask, "Does anyone know what a resume is?"
7. Pass out sample resume.
8. Ask students, "What kinds of things do you see on the resume?" (Possible answers: contact information, education, experience, etc.)
9. Ask students, "Why do you think an employer would want to see a resume before they hire someone?" (So they can find out what kind of experience they have, etc.)
10. Explain, "You are going to be creating your own resume for one of the jobs we listed on the board earlier. Just think how professional you will look when you hand your neighbors a resume explaining why they should hire you to walk their dog or mow their lawn!"
11. Say, "Today we're going to do some brainstorming and planning, then tomorrow we are going to use a resume builder online to create an actual paper resume that you can use for your new business."
12. Pass out Resume Planning Guide
13. Give students time 15-20 minutes to brainstorm ideas and fill in their Resume Planning Guide
14. At the end of the class, give students 5-10 minutes to get into groups of three or four and share their information. Tell them that they can make changes if needed.

# Middle School Resumes

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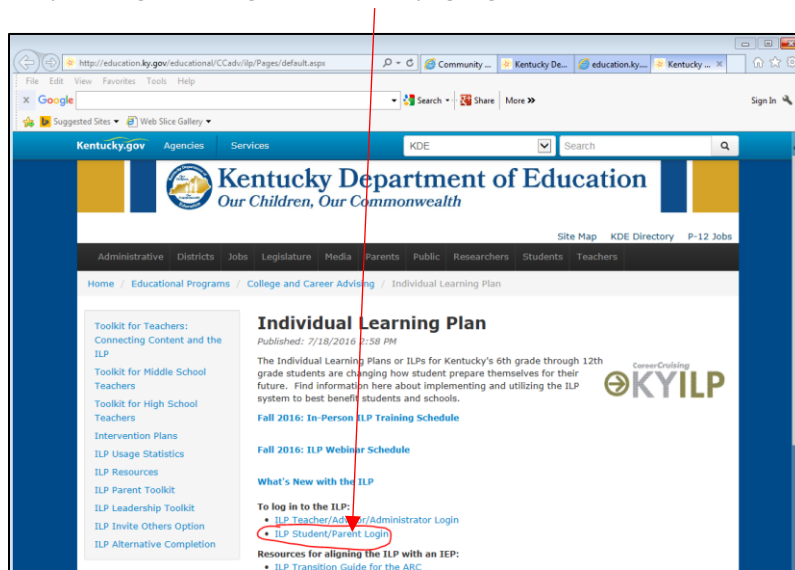
## DAY 2

### MATERIALS:

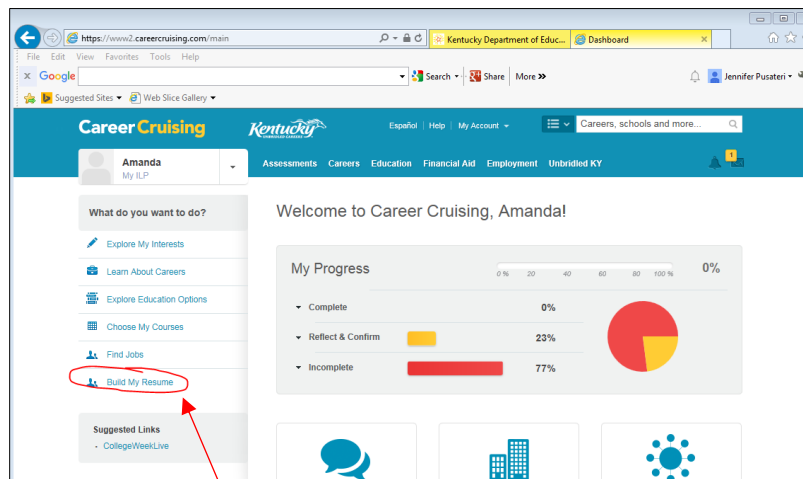
- Student copies of *Resume Planning Guide*
- A list of student passwords (get this from your school's ILP Administrator)
- Access to computers (1:1 ratio) and a printer

### INSTRUCTIONS:

1. Take students to a computer lab with access to the internet and have students log into their ILP account. They can log in through the KDE ILP page (go to KDE's site and in the search box type in ILP).



2. Students will log in to their ILP. When they open their ILP it will look like this:



Have students click on **Build My Resume**

3. Have students “unclick” Career Objectives, Hobbies & Interests, Skills & Abilities and Additional Information. This should leave the areas circled below.

Select Sections to Include Format & Print

Open All

Section	Options
<input type="checkbox"/> Career Objectives	<input type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Education History	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Work Experience	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Community Service	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Awards & Certificates	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Organizations & Activities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
<input type="checkbox"/> Hobbies & Interests	<input type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
<input type="checkbox"/> Skills & Abilities	<input type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
<input type="checkbox"/> Additional Information	<input type="checkbox"/> Add to Resume

4. Students will then click on the **Edit** icon next to **Education History** add their own information.

Section	Options
<input type="checkbox"/> Career Objectives	<input type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Education History	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Work Experience	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Community Service	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Awards & Certificates	<input checked="" type="checkbox"/> Add to Resume
<input checked="" type="checkbox"/> Organizations & Activities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments

5. When the **Education History** page opens, have students click on **+ Add Educational Experience**

Education History

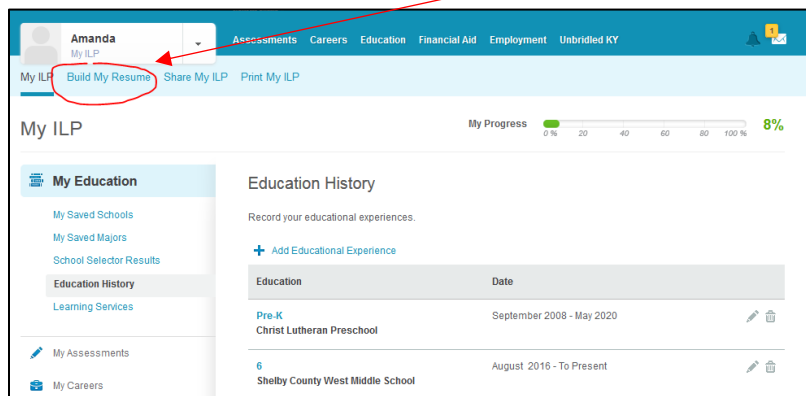
Record your educational experiences.

[+ Add Educational Experience](#)

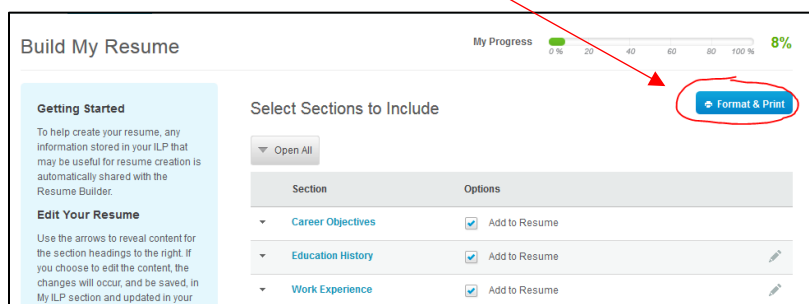
Education	Date
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6. In the page that opens, students will use their *Resume Planning Guide* fill out the information for their Education history.

7. To fill out other sections of their resume, have students click on **Build My Resume** at the top of the page.



8. When they have finished entering information in all five sections, have them return to the **Build My Resume** page and click on **Format & Print**.



9. Have students follow the directions to choose a font and layout for their resume.
10. Have students print a copy of their resume. If they choose, student may also print a copy of their references.

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## DAY 3

### MATERIALS:

- Student copies of *Resume Planning Guide*
- Student *Resumes*
- Highlighters, markers or colored pencils for peer editing
- A list of student passwords (get this from your school's ILP Administrator)
- Access to computers (1:1 ratio) and a printer

### INSTRUCTIONS:

1. Have students get into groups of four and have them edit each other's papers in three 5-minute rounds-passing the paper to their neighbor after each round:
  - A. Round 1: Edit for **formatting** (spacing, inconsistency in date format, etc.)
  - B. Round 2: Edit for **mechanics** (capitalization, spelling, etc.)
  - C. Round 3: Edit for **meaning** (does it make sense?)
2. Once students have completed their peer editing, let them get back into their ILPs online and make corrections.
3. Have students print their corrected resumes and turn in. Use the Resume Rubric to score each student's resume.

## Sample Middle School Resume

### Jenny Jones

1111 School Street  
Anywhere, KY 40000

555-555-3113

[Jenny.jones@email.com](mailto:Jenny.jones@email.com)

#### EDUCATION:

<i>Sept. 2008- May 2010</i>	<i>First Lutheran Preschool (Pre-K)</i>	<i>Louisville, KY</i>
<i>Aug. 2010- May 2013</i>	<i>Northside Elementary School (K-5)</i>	<i>Louisville, KY</i>
<i>Aug. 2016- To Present</i>	<i>Central Middle School (6)</i>	<i>Louisville, KY</i>

#### WORK EXPERIENCE:

<b><i>Babysitter</i></b> (2015- To Present)	<i>Smith Family</i>	<i>Louisville, KY</i>
<ul style="list-style-type: none"><li>- Babysat for the Smith family children (ages 4 &amp; 6) while the parents were out</li><li>- Prepared and cleaned up dinner</li><li>- Put children to bed</li></ul>		

<b><i>Babysitter</i></b> (2014-To Present)	<i>Central Church</i>	<i>Louisville, KY</i>
<ul style="list-style-type: none"><li>- Watched the children of the choir members during their weekly practice</li><li>- Made up games and activities for up to 8 children</li><li>- Kept the children safe</li></ul>		

<b><i>Mother's Helper</i></b> (2013)	<i>Martin Family</i>	<i>Louisville, KY</i>
<ul style="list-style-type: none"><li>- Watched the Martin family children (ages 6 &amp; 7) at home during the summer while the Mother worked in her home office</li><li>- Prepared and cleaned up lunch</li><li>- Made up games and activities for children</li></ul>		

#### COMMUNITY SERVICE:

<b><i>Vacation Bible School Worker</i></b> (2016)	<i>Central Church</i>	<i>Louisville, KY</i>
<ul style="list-style-type: none"><li>- Led a small group of children (age 4) to VBS stations</li><li>- Helped lead craft and recreation activities</li><li>- Signed children in and out each day</li></ul>		

<b><i>Volunteer</i></b> (2016)	<i>Habitat for Humanity</i>	<i>Louisville, KY</i>
<ul style="list-style-type: none"><li>- Helped paint the inside of 3 rooms on a Habitat for Humanity house</li><li>- Worked on a deck, hammering nails</li></ul>		

#### HONORS/AWARDS:

<i>Perfect Attendance (2015-2016)</i>	<i>Northside Elementary School</i>	<i>Louisville, KY</i>
<i>Honorable Mention (2016)</i>	<i>4-H Crafts</i>	<i>Louisville, KY</i>

#### EXTRACURRICULAR ACTIVITIES:

*Soccer, Choir, Youth Group, 4-H*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Resume Planning Guide

*Directions: Brainstorm information that you can include in your resume. Be sure to include dates.*

**Education:** Schools you've attended (preschool, elementary, middle)

**Work experience:** Show how you have demonstrated work ethic in the past

**Volunteer experience:** List experience doing volunteer or community service work

**Honors/Awards:** Scouting, attendance, academic, captain of sports teams, etc.

**Extracurricular activities:** Sports, band, choir, academic team, scouting, 4-H, etc.

**References:** People who can attest to your work ethic & attitude (*NOT boyfriends/girlfriends or family members*)

- 1.
- 2.
- 3.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Resume Rubric

Traits	4	3	2	1	Score
Formatting	Format of the resume is clear and consistent across all sections.	Format of the resume is clear and consistent across most sections.	Format of the resume is clear and consistent across a few sections.	Format of the resume is unclear and inconsistent.	
Grammar & Mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.	
Content	Each major section includes required information (description, names, dates, locations, etc.).	Each major section includes most of the required information (description, names, dates, locations, etc.).	Major sections are missing some information (description, names, dates, locations, etc.).	Major sections have very little information (description, names, dates, locations, etc.).	
Effectiveness	Resume shows a very professional appearance, tone, and style.	Resume shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Resume shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Resume does not have a professional appearance, tone, or style. Much revision is needed.	

Notes: